

# HELEN KELLER ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN 2016-2017

| VISION   |  |   |   |
|--|--|---|---|
| The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.   |  |   |   |
| THEORY OF ACTION   |  |   |   |
| If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social-emotional, academic and career skills to be productive global citizens in an ever-changing world.  |  |   |   |
| STRATEGIC OBJECTIVES   |  |   |   |
| <i>To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social-emotional learning.</i>  | <i>To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>   | <i>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</i>  | <i>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>  |
| STRATEGIC INITIATIVES  |  |   |   |
| <ul style="list-style-type: none"> <li>Define social-emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative. <ul style="list-style-type: none"> <li>Support School Psychologist to provide trainings to staff throughout the school year.</li> <li>Support School Psychologist, Speech and Language Pathologists and Occupational Therapist to provide <b>whole-school communications to families regarding social-emotional learning.</b></li> </ul> </li> <li>Continue <b>implementation of Zones of Regulation</b> at the elementary level in all grade levels</li> <li><b>Continue implementation of Responsive Classroom at the elementary school level. (Quiet time, Morning Meeting)</b> <ul style="list-style-type: none"> <li>Provide formal training for all remaining classroom teachers.</li> <li>Provide informal training for all Educational Assistants.</li> <li><b>Provide professional development resources around Responsive Classroom practices for all teachers with an emphasis on Art, Music and PE teachers.</b></li> </ul> </li> <li>Continue to develop and implement social-emotional learning curriculum at the elementary level.</li> </ul> | <ul style="list-style-type: none"> <li>Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas.</li> <li>Continue development and implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> <li>Science</li> <li>Digital Learning/Technology</li> </ul> </li> <li>Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students. <ul style="list-style-type: none"> <li>Support teachers and curriculum specialists in further developing high-impact collaborative teams.</li> <li>Evaluate data collected by co-teachers in order to assess the effectiveness of various classroom structures.</li> <li>Support the flexible grouping of students across grade levels to increase opportunities for personalized learning.</li> </ul> </li> <li>Review current formative and summative assessment and grading practices.</li> </ul> | <ul style="list-style-type: none"> <li>Continue administrator professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication.</li> <li>Continue to develop and strengthen the degree to which the district and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.</li> <li>Continue to build an inclusive, collaborative, high performing culture that reflects our beliefs that all children can learn and all educators are committed to continuous growth. <ul style="list-style-type: none"> <li>Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning such as peer observation, CPT, and IST.</li> <li>Differentiate professional development for educators through the Edcamp model.</li> </ul> </li> <li>Support Peer Coaching and other teacher leadership opportunities within the school and district.</li> <li>Contribute to a joint committee comprised of members from the administration and Franklin</li> </ul> | <ul style="list-style-type: none"> <li>Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.</li> <li>Continue to develop partnerships with families to support social-emotional learning by working with Keller's PCC, School Council and Leadership Team. <ul style="list-style-type: none"> <li>Provide whole-school communications to families regarding social-emotional learning.</li> <li>Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> </ul> </li> <li>Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> <li>Seek feedback from families regarding the format and impact of Curriculum Night.</li> <li>Seek feedback from families around the development of evening information sessions.</li> <li>Share meeting agendas and notes from</li> </ul> </li> </ul> |

|  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Create a schedule that allows the school psychologist to support teachers in the implementation of skill-based lessons with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement.</li><li>○ Continue to embed elements of social-emotional learning initiatives in whole school and grade level Morning Meetings centered around what it means to be a Keller Kid.</li><li>○ Create time in the schedule for all students to participate in learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social-emotional learning.</li></ul></li><li>● Using Keller's Instructional Support Team (IST) as a model, develop a Behavioral Emotional Support Team (BEST).</li><li>● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li><li>● Foster partnerships to support social-emotional learning in the community at large.</li><li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition.<ul style="list-style-type: none"><li>○ Partner with Safe Routes to School to promote active transportation to and from school.</li><li>○ Offer BOKS sessions for all students that are powered by parent and school volunteers.</li></ul></li><li>● Continue to further develop Keller's Best Buddies model and begin a Best Buddies Promoters Group.</li><li>● Contribute data to support annual presentation to School Committee on goals and outcomes.</li></ul> | <ul style="list-style-type: none"><li>● Study best practices with regard to homework for all grades K-5.</li><li>● Participate in a task force to study best practices with regard to homework and make recommendations for K-5 homework practices.</li><li>● Continue to further implement a school-based Student Success Team that includes an Instructional Support Team (IST) focused on providing support to teachers to meet the needs of all students.</li><li>● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.<ul style="list-style-type: none"><li>○ Seek feedback from families regarding the format and impact of Curriculum Night.</li><li>○ Seek feedback from families around the development of evening information sessions.</li><li>○ Share meeting agendas and notes from committees and groups.</li><li>○ Post grade level and whole school Morning Meeting information.</li><li>○ Invite families to attend presentations around physical, emotional and cyber safety sponsored by the School Council.</li><li>○ Invite families to attend morning coffees &amp; evening information sessions.</li></ul></li></ul> | <p>Education Association (FEA) to foster ongoing dialog about educator evaluation and promote improved outcomes for students.</p> <ul style="list-style-type: none"><li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.<ul style="list-style-type: none"><li>○ Ensure calibration between in school evaluators.</li><li>○ Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations.</li></ul></li><li>● Continue to improve professional development and training around the educator evaluation process.</li></ul> | <ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ committees and groups.</li><li>○ Post grade level and whole school Morning Meeting information.</li><li>○ Invite families to attend presentations around physical, emotional and cyber safety sponsored by the School Council.</li><li>○ Invite families to attend morning coffees &amp; evening information sessions.</li><li>○ Share progress on and elicit discussion about goals during School Council meetings and PCC meetings to promote shared understanding and decision making.</li></ul></li><li>● Provide data to support and help to report progress on School and District Improvement Plans to community via school committee meetings.</li><li>● Contribute data to support annual presentation to School Committee on goals and outcomes</li><li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li><li>● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals</li><li>● Utilize existing systemic structures such as School Council, PCC, Franklin Education Foundation, and business partnerships to inform goal setting and improvement planning.</li><li>● Continue to sustain and further develop community partnerships with the Senior Center, Food Pantry, Tri-County High School and Best Buddies to promote student achievement.</li></ul> |
|--|---|---|---|